HIST 175A: COLONIALISM, SLAVERY AND FREEDOM: LATIN AMERICA AND THE CARIBBEAN
Brandeis University, Spring 2015 (Revised after Snow Days)
Professor: Greg Childs
T: 2-4:50pm

Office: Olin-Sang, Room 105
Office Hours: M, 11-1pm and by appointment
Email: gchilds@brandeis.edu

COURSE DESCRIPTION
Slavery and Freedom are often thought of as historical processes that took place in chronological fashion in the Western World. In many general narratives of the development of the Americas, Spanish and Portuguese explorers led the way in the European colonization of the western hemisphere. In their attempts to reap material and financial rewards from these new colonial possessions, European merchants, traders, and rulers turned to the use of enslaved African labor. Over 12 million Africans were displaced as a result, and the massive importation of enslaved Africans only ceased with the rise of Abolitionism and Humanitarianism associated with the European Enlightenment of the nineteenth century.

Recent research efforts, however, have demonstrated that enslaved and free people of African descent have attempted to define and shape the meaning of freedom long before the advent of the Enlightenment. The earliest ideas of freedom thus developed alongside and within the system of slavery, not outside of it. Furthermore, recent research has resituated the experience of indigenous slavery in Latin America alongside that of African slavery.

In this course we will explore this particular relationship between slavery and freedom in the lives and experiences of Africans and African descended people, as well as the experience of slavery and freedom for Indigenous populations in Latin America. What drove transitions from Indian to African slavery in American societies? What did freedom look like in the Americas during the 17th and 18th centuries? How did Indians and Africans relate to each other in captivity and in freedom? What are we to make of the fact that slavery seemed to expand in places like Brazil, Cuba, and the US South after the Haitian Revolution, the abolition of the slave trade, and widespread emancipation in other parts of the Americas? These are some of the questions that we will explore in this course.

COURSE REQUIREMENTS AND GRADE BREAKDOWN
Your grade will be based on the following requirements and performance
1) Discussion and Participation: 15%
2) One document analysis essay: 25%
3) One Midterm Essay: 30%
4) One Final Essay: 30%

Document Analysis: This writing assignment will explore a primary source related to slavery and freedom. You will be provided with these primary documents via
blackboard. To fulfill the assignment, you will need to reconstruct the experiences of the enslaved men and/or women involved in the incidents described in the document, and make an argument about the historical period under study. This exercise will allow you to act as a historian, confront a primary document yourself, and come to some conclusions. It is not expected that you do extra research to interpret the document. I do expect you, however, to make use of our class discussions and assigned readings when interpreting the documents. The paper should be 4 to 5 pages, typed, and double-spaced. Any missed exam or paper will be counted as a zero towards your final grade. No late papers will be accepted without prior submission of notification (death, sickness, family emergency) as well as subsequent authorized medical excuse.

Papers must be written using standard Chicago Manual of Style (also known as Turanian) citation form. This form uses footnotes for references, not parenthesis. Any paper that doesn't follow standard citation guidelines will be returned to you without a grade. It must be corrected and resubmitted by the beginning of the following class meeting. Citation format is quite specific—even if you believe that you know how to construct your citations use this website <http://www.lib.duke.edu/libguide/citing.htm> as a starting point—go to “Turabian Footnotes” on the “citing sources within your paper” link.

Discussion and Participation: In class question and discussion, will form the core of your “class participation.” This is where you will discuss particular themes of interest raised or not raised in the readings. Students are thus required to actively participate in the class discussions. You are encouraged to submit questions and observations about the readings that you find interesting, noteworthy, or that reflect and connect with other themes/readings that we will be covering this semester.

Students will also be expected to come to class prepared to discuss the readings (this means not only doing the reading before class, but coming to class with the reading material in hand). Excessive absences may result in a failing grade for the course.

Midterm and Final Exams: I will provide further instructions on both the midterm and the final several weeks in advance of both exams.

REQUIRED TEXTS
The books are available at the campus bookstore.

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<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>ISBN/EAN</th>
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<tbody>
<tr>
<td>Herman Melville</td>
<td>Benito Cereno</td>
<td>9781480255319</td>
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<tr>
<td>Sandra Lauderdale</td>
<td>Caetana Says No: Women’s Stories from a Brazilian Slave Society</td>
<td>9780521893534</td>
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<tr>
<td>Greg Grandin</td>
<td>Empire of Necessity: Slavery, Freedom, and Deception in the New World</td>
<td></td>
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<tr>
<td>Matthew Restall</td>
<td>The Black Middle: Africans, Mayans, and Spaniards in Colonial Yucatan</td>
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FURTHER ACCOMMODATIONS
Students who have special needs have a right to have them accommodated. Please inform the instructor if an accommodation is needed.

ACADEMIC HONESTY
Plagiarism in any form will not be tolerated. Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement. Violations of the university policies on academic integrity (see http://www.brandeis.edu/studentlife/sdc/ai) may result in failure of the course or on the assignment, and could end in suspension from the university.

COURSE SCHEDULE AND WEEKLY READINGS: Note- the following is subject to change

Introduction to Course

WK 1 (01/12): Intro to Course: Slavery before European Expansion & Conquest

WK 2 (01/19) NO CLASS

UNIT I: THE IDEOLOGICAL, GEOGRAPHICAL, & LEGAL TERRAIN OF BLACK SLAVERY IN THE AMERICAS

WK 3 (01/26): Slavery, Christianity, and European Expansion
- Orlando Patterson, *Slavery and Social Death*, 1-14 [Latte]
- Stuart Schwartz, “First Slavery: From Indian to African,” in *Sugar Plantations in the Formation of Brazilian Society*, 51-75 [Latte]
- Camilla Townsend, *Malintzin’s Choices: An Indian Woman in the Conquest of Mexico*, 1-55 [Latte]

WK 4 (02/02): SNOWED OUT!
WK 5 (02/09): SNOWED OUT AGAIN! DAMN!

WK 6 (02/16): MIDTERM RECESS, NO CLASSES

WK 7 (02/23): Identity Formations: Ethnogenesis, Castas, and Chinos


WK 8 (03/02): Rural and Urban Slavery

- Schwartz, *Sugar Plantations…*, 338-78; [Latte]
- João José Reis, “Hard Times” in *Slave Rebellion in Brazil*, 1-20, [Latte]
- Verene Shepherd, *Livestock, Sugar, and Slavery: Contested Terrain in Colonial Jamaica*, 77-143

UNIT II: THE REVOLUTIONARY ATLANTIC, 1750-1850

WK 9 (03/09): Routes to Freedom: Marronage, Military Service, and Manumission


**WK 10 (03/16): The Haitian Revolution and the Atlantic World**


• João José Reis and Flávio dos Santos Gomes, “Repercussions of the Haitian Revolution in Brazil, 1791-1850,” 284-314 [Latte]


• MIDTERM ESSAY DUE IN CLASS

**UNIT IV: RELATIONS AND (RE)PRESENTATIONS**

**WK 11 (03/23): The Gendered World of Slavery & Freedom, I**

• Sandra Lauderdale Graham, *Caetana Says No*

• PRIMARY DOCUMENT: 159-169 in *Caetana Says No*

**WK 12 (03/30): The Gendered World of Slavery & Freedom, II**

• Verene Shepherd, *Maharini’s Misery: Narratives of a Passage from India to the Caribbean* [Latte]

• Statement on Primary Source Paper Due in Class

**WK 13 (04/06): SPRING BREAK, NO CLASSES**

**WK 14 (04/13): Everyday Forms of Indigenous and Black Relations**

WK 15 (04/20): The Politics of Representing Slavery and Resistance, I
  • Herman Melville, Benito Cereno
  • Draft of Primary Source Paper Due in Class

WK 16 (04/27): The Politics of Representing Slavery and Resistance, II
  • Grandin, Empire of Necessity

WK 17 (05/04?) MAKE-UP DAY: TOPIC TBA (Likely related to this final unit on “Relations and (Re)presentations of slavery and freedom)
  • Final Version of Primary Source Paper Due

May 6 - May 14: FINAL EXAM WEEK
[I will provide a date and location for the final exam once the final exam schedule has been completed and released]